



KENTUCKY DEPARTMENT OF EDUCATION

Advanced SBDM

Three-hour training for experienced school-based decision making membership

Objectives:

- Understand the school council's role within Kentucky's Unbridled Learning Accountability Model
- Understand how school council members are legally selected
- Understand school council composition and how school council meetings can be open and inclusive for all stakeholders
- Understand the school council's role in budgets

Session Overview:

This SBDM training session is about ensuring that school council members understand some of the complicated responsibilities associated with being a school council member.

Student Achievement:

The school council's mission is to improve student achievement. Each school council must create an environment in their own school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school mission.

These SBDM training materials were developed by the Kentucky Department of Education for use in training new school council members in implementing school-based decision making.



Let's Review the SBDM Statute

Kentucky Revised Statutes (KRS) are Kentucky's laws and are organized by "title" and "chapter" similar to a book; however, when we look at the text in print, it resembles an outline with letters and numbers. All of Kentucky's statutes can be found on the Legislative Research Commission's (LRC) website [www.lrc.ky.gov].

In your resource booklet, locate the SBDM statute. Locate the section of the statute where you would find the answers to the following questions.

- 1) Where in the SBDM statute is the responsibility for school council members to review state assessment data?
- 2) Where is the reference to minority membership on the school council located in the SBDM statute?
- 3) Who has the responsibility for setting a school council meeting schedule and setting the agenda?
- 4) Where in the SBDM statute does it refer to budgets?

Unbridled Learning Accountability Model

What is accountability?

Kentucky schools and districts are held to high standards for educating children. Accountability is the way we measure their effectiveness – how well they are doing. It also serves as the basis for identifying those schools or districts that may need support to reach their goals.

During the 2009 Kentucky General Assembly session, Senate Bill 1 was passed. That law required Kentucky to begin a new assessment and accountability system during the 2011-12 school year. The assessment and accountability model is to be a balanced approach that incorporates all aspects of a school's and district's work. It is to be organized around the Kentucky Board of Education's (KBE's) four strategic points:

1. Next-Generation Learners
2. Next-Generation Professionals
3. Next-Generation Instructional Programs and Supports
4. Next-Generation Schools and Districts

At the center of the accountability model is the achievement of students in the areas of reading, mathematics, science, social studies and writing. Also included in the model are the Program Reviews for the arts and humanities, practical living/career studies and writing.

Student Performance in Accountability

Next-Generation Learners is the main component of Unbridled Learning and is based on many measures of student performance on various tests. Points will be awarded based on how well a school performs on each measure.

- Achievement – Just as in the past, elementary and middle school students' scores will be labeled as novice, apprentice, proficient or distinguished. Kentucky's goal is 100 percent proficiency for all students. At high school, achievement is based on end-of-course exams and an on-demand writing test.
- Gap – Schools will compare test results for African-American, Hispanic, Native American, special education, low income and limited English proficiency students, combined into one gap group, to results for other students who are not in those categories.
- Growth – A statistical program will measure how much students' scores are improving from one year to the next.
- College/Career Readiness – Schools and districts will provide information about how many students are ready for college and/or careers, based on test scores and certifications earned.
- Graduation Rate – Schools and districts will report how many students graduate within four years of high school.

What does this mean for my school council?

By statute, all school councils must review state data [KRS 160.345(2)(j)].

SECTION (2)(j)

(c) Each school council shall annually review data as shown on state and local student assessments and program assessments required under KRS 158.6453. The data shall include, but no be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal; free and reduced price lunch program. After completing the review of the data, each school council with the involvement of parents, faculty and staff shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.645(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

This section of the statute requires school councils to complete a detailed review of their school's student performance data each year. The data must include, but not be limited to, information on the performance of students disaggregated by race, gender, disability, and participation in the federal; free and reduced-price meal program. School councils must adopt a plan by April 1 of each year, with the involvement of parents, faculty and staff, that will establish specific goals for ensuring each student's progress.

Reflection:

How does this change my perspective on student data that our school council will be reviewing?

Looking at the Improvement Planning Requirements

In your resource booklet, locate the regulation related to improvement planning, 703 KAR 5:225. . Locate in Section 9 of the regulation where you would find the answers to the following questions.

- 1) Where would you find the school's vision and mission statements?
- 2) What is included in the needs assessment?
- 3) What if my school is identified as a Focus School?
- 4) Where should the improvement plan be posted?

Reflection:

Have I read my school's Improvement Plan? Will the plan improve student achievement?

The School Council Membership

SBDM Councils were created to provide those closest to the students the authority to make decisions related to student achievement. The basic composition of an SBDM Council is three teachers, two parents and one administrator. The membership of the school council may only be increased proportionately, unless an alternative model is filed and approved by the Kentucky Board of Education. Keeping the school council proportionate is crucial so that all stakeholders shall have representation and a voice to be heard.

ADMINISTRATOR	TEACHER	PARENTS	TOTAL MEMBERSHIP
1	3	2	6
2	6	4	12
3	9	6	18

How are School Council Members Elected?

Representatives of the school council are elected by their constituent groups to create policies that enhance student achievement. Each group is responsible for establishing the election procedures and electing members according to those procedures.

Teachers are elected by a majority vote of all teachers assigned to the building, including itinerant teachers, part-time teachers, counselors and library media specialists. Principals and assistant principals are not considered *teachers* and cannot participate in teacher elections. Parents are elected to the council by plurality vote.

To serve as a teacher member of the school council, you must be in a teaching position that requires certification as a capacity of employment. To serve a parent member of the school council, you must have a child pre-registered for the upcoming school year.

Minority Membership Requirement

If a school has 8 percent or more minority enrollment as of the October 1 preceding the initial parent or teacher election, the school must have minority representation on the school council. If a minority school council member is elected to the school council in the initial parent or teacher elections, or if the principal is a minority, then the school council is not required to elect additional minority members. Otherwise, an additional election to select a minority parent and a minority teacher must be held.

If a minority member is not elected in the first round of school council elections, the SBDM statute requires the principal to conduct an election for additional minority parent representatives. A minority member cannot be appointed; there must be documentation of an election. The teachers will gather and select an additional minority teacher to serve on the school council. Minority council elections are the only times that the principal is responsible for the electoral process.

An election for minority representation will result in an increase from six members to eight on a single council. This does not require an Alternative Model application to be filed.

Principal's Role in School Council Elections

Other than facilitating the additional minority teacher and parent members, principals are not to be involved in school council elections. Principals can assist the teachers or parents, if requested to do so, with logistics such as opening the building, providing space in the building and assisting the PTA or PTO and teachers with communicating election meeting times and dates. Principals should not be involved in setting or monitoring election procedures, nominations, balloting or counting votes. The principal is the custodian of records for the school and must keep the official records from the parent and teacher elections for at least three years.

Terms of Service for School Council Members

The school council determines the length of the terms of service. A school council, once elected, may adopt an operating procedure or bylaw establishing terms of office for parent and teacher members subsequently elected. The new terms will not apply to the current school council; that school council may only serve for one year as set forth the SBDM statute.

If a school council vacancy occurs during the term of service, an election should be held to fill the vacancy. The procedures outlined by the appropriate constituency group should be followed, as in the regular election. It is important that the school community understand that this election is to fulfill the term, not a full "year-long" term.

In the event that school councils have established two-year terms for members, all parents of students pre-enrolled or enrolled for the next school year are eligible to run. For example, incoming 5th-grade students' parents are still eligible to run for the school council, but would be required to resign their positions (assuming they had no other children in the school) after their children completed 5th grade. The school would then fill the council vacancy for the remainder of the term.

What are some positives and/or drawbacks for increasing the term of service to two-years?

POSITIVES	DRAWBACKS

Open Meetings

Kentucky's Open Meeting Statute protects the rights of the general public to know the actions and decisions of its public agencies. School councils and their committees are public agencies and therefore, are required to comply with all aspects of the Open Meeting Statute. All meetings where a quorum of the membership is present and where public business is being discussed or at which time actions or decisions are made are open meetings to the public.

Each school council and its committees are required to establish regularly scheduled meetings. Each meeting must be advertised and have an agenda.

In your Resource Book are Open Meeting Basics. As you review these basics, what are some *ah-ha* reminders did you discover?

Ah-Ha Reminders:

As you observe the simulated school council meeting, what do you notice during the session as it relates to the Open Meetings Statute? What questions do you have? Below is the agenda for this special-called school council meeting.

ABCD Middle School
Special Called Meeting
October 21, 2012

- Welcome and Attendance
- Review of Agenda
- Dress Code Policy from Discipline Committee
- Adjournment

Notes from Simulated School Council Meeting:

Teamwork

Teamwork is essential for effective school councils. Guidelines for effective teamwork for school council members include:

- Share all relevant information. Relevant means any information that is potentially useful in making a decision about a proposed change.
- Explain your reasoning and intent. This expands on the kind of information to be shared and moves toward fuller disclosure.
- Test assumptions and inferences. This guideline means we become more aware of assumptions we make about what we are about to experience and more conscious of the inferences we are drawing during an experience.
- Focus on interests, not positions. Positions are specific solutions or decisions for which people advocate. People will usually tell you their positions on an issue. Interests are the underlying problems or concerns that people want to see addressed. Interests are not as easily obtained as positions because people are often reluctant to share or simply do not know or cannot verbalize their concerns. Asking people to share about their interests and concerns instead of their positions can often make it easier to find common ground and a new approach.
- Jointly design next steps. This guideline applies to making decisions about how we will work together and promote ownership and commitment.

Look at the chart on the next page. Determine the rating (1 to 5, with 1 being the low effectiveness and 5 being highly effective) as to where you believe your school council is right now. How can you work with your school council to increase the teamwork? What can you do to be a more effective team member on the school council?

Guidelines for Successful Teamwork During School Council Meetings		
Rating	Guideline	Guiding Question
	Share all relevant Information.	What do I know that will be helpful to the other person in thinking about implementing this change?
	Explain your reasoning and intent.	What is the thinking behind what I am proposing, and what is motivating me to make this proposal?
	Test assumptions and inferences.	Am I making an assumption or an inference here? If I am, could it affect my efforts to bring about change? If so, how can I test whether the assumption or inference is valid or warranted?

Guidelines for Successful Teamwork During School Council Meetings

	Focus on interests, not positions.	Am I sharing my interests and concerns instead of advocating a position? Am I trying to understand others' interests and going beyond their positions?
	Jointly design next steps.	Am I including you in decisions about how we will proceed?

Reflection:

How can I be a more effective school council member?

School Council Budgets

School budgets consist of funds for two main purposes: staffing and instructional supplies.

Frequently Asked Questions Concerning the School Council's Role in Budgeting

Must the council have a budget policy?

The SBDM statute does not explicitly require a budget policy; however, the statute does require the school council to make budget decisions. It is best practice for the school council to have a budget policy or written procedures to direct its decisions.

Who decides which textbooks the school council purchases?

The school council is responsible for determining which "textbooks, instructional materials, and student support services shall be provided in the school."

How often should school councils review school funds?

School councils should be provided with monthly financial reports that reflect amount budgeted and all expenditures, including any encumbrances. School council members should receive copies of MUNIS reports or other similar reports.

The school council's review of funds also should include an evaluation of school activity funds. School councils are responsible for school activity funds and should ensure all organizations manage school activity funds according to *Redbook* guidelines.

Must councils approve every school purchase?

School councils are not required to approve every purchase within the school.

Reflection:

How often does your school council review budget expenditures? What are some questions you have right now about your current school council budget?

Budget Responsibilities

Seeing the school council's role with budgets in respect to the rest of the school community can make it clearer. Below is a chart outlining the school council's role, the principal's role and the teachers' role as it relates to the funds that are allocated to the school.

School's Role in Budgeting		
<u>School Council</u>	<u>Principal</u>	<u>Teachers</u>
<p>Review monthly budget reports.</p> <p>Request funds from the board of education for maintenance, supplies and equipment that are not covered in school accounts.</p> <p>Ensure that professional development expenditures are reflected in the school improvement plan.</p> <p>Review categorical program expenditures.</p> <p>Approve the school budget annually.</p> <p>Determine job classification each spring.</p>	<p>Track all school expenditures.</p> <p>Explain monthly MUNIS reports to the school council.</p> <p>Ensure those budget requests are aligned with the school mission and improvement goals.</p> <p>Facilitate discussions around job classifications and school needs.</p>	<p>Communicate budget needs to the school council.</p> <p>Request resources that are aligned with the school mission and improvement goals.</p>

Annually, the school council must adopt a budget for the school. Multiple funding sources are available to the school; however, with state and federal funding cuts, these funds may be limited or unavailable to a school.

THE SCHOOL COUNCIL'S MAIN BUDGET AREAS			
Money sources:	Explanation:	Amount:	Date of school council access:
Staff Allocations	Each school's funding for staff is determined in two steps. A school board formula is used to make a list of positions, and then the district salary schedule is used to attach a dollar figure to each position.	Based on school board policy that follows the school council allocation regulation.	Tentative March 1 each year, with a final allocation by May 1 .
Instructional Funds	Each school's average daily attendance (ADA) for the previous year is multiplied by a fixed amount per pupil. By law, the funding to councils is at least 3.5 percent of the basic per-pupil guaranteed state funding.	At least 3.5 percent of the basic guaranteed per-pupil amount.	Tentative March 1 each year, with a final allocation by May 1 .
Remaining Funds Allocation	<p>The school board makes decisions about allocating the remaining funds left over after:</p> <ul style="list-style-type: none"> District-wide expenses 	<p>No set amount.</p> <p>School councils may make a request based on need.</p>	May 30 each year, if funds are available

THE SCHOOL COUNCIL'S MAIN BUDGET AREAS			
Money sources:	Explanation:	Amount:	Date of school council access:
	<ul style="list-style-type: none"> • Certified and classified staff allocations to schools • Minimum allocation to councils 		
Professional Development	These funds support a wide range of activities to develop knowledge and skills to move all students to proficiency.	65 percent of the funding provided to the school district times average daily attendance (ADA) from the prior school year.	Within 30 days of notification from KDE.
Textbook	These funds can be used for instructional materials.	Once state budget is settled each year, based on ADA for each P-8 school.	When state budget is set.
Extended School Services funds	For students who need additional instructional time to reach state standards.	Once state budget is passed, based on ADA for each school.	When state budget is set.
Activity funds	School general activity funds — those funds NOT raised by a school organization for a specific purpose.	Varies from school to school.	July 1 – June 30.

Below is a listing of other funding sources, both from state and federal grants, that may be available to schools. Many of these are district programs where the district may provide and oversee the services for students. These can include:

Other Money	Explanation
State Preschool	Four-year-olds from low-income families and 3- and 4-year-olds with disabilities are eligible for free preschool services.
Family Resource and Youth Services Center	These funds are used to address the physical and social well-being of students and their families in order to minimize or eliminate barriers to learning for academically at-risk students.
Safe Schools	School Safety Plans rather than Comprehensive School Improvement Plans officially govern this funding. However, when the same activity will help with the goals of both plans, you may want to include them in both to help your community understand how the resources are being used.
KETS	Education technology that meets state quality standards is part of the state-approved district technology plan.

Other Money	Explanation
Gifted and Talented	Direct services to students who are identified as gifted and talented. Seventy-five percent of this funding must be used for certified staff.
Title I, Part A	Title I, Part A supports effective, research-based instructional strategies to help students meet state standards.
Even Start Continuation	Even Start supports family literacy programs that combine early childhood education, adult literacy or adult basic education and parenting education. (Beginning a grant requires a separate application; the Comprehensive Improvement Plan can count as an application to continue the grant.)
Migratory Children	Supports services to help students meet challenging state standards if their families make repeated moves.
Neglected, Delinquent, At-Risk	Supports services to help students meet challenging state standards while in institutions for neglected or delinquent children. Also supports transition programs for those students, dropout prevention and support programs for continued education of dropouts and those formerly in those institutions.
Title II, Part A	Supports strategies for improving teacher and principal quality.
Education Technology	Supports activities to help all students be technologically literate by the end of 8th grade and to use technology for teacher training and curriculum development.
Limited English and Immigrant Students	Language instruction and other steps to help students with limited English proficiency, including helping immigrants develop high levels of academic attainment in English and meet challenging state standards.
Safe & Drug Free Schools and Communities	Support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco and drugs.
Rural & Low Income	Provides additional support for NCLB-related activities in rural districts that often lack the personnel to apply for other grants.
IDEA Basic	Services needed to educate students with disabilities.
IDEA Preschool	Supports preschool for children with disabilities.
Perkins	Supports vocational and technical education programs.
McKinney-Vento	Support for homeless children.
E-Rate	Special arrangements for major savings to schools on the costs of Internet access. Also called Universal Service Administrative Company (USAC) Schools and Libraries Division.

Making Budget Decisions

These funds can be overwhelming to consider; however, as an effective school council member, it is important that you are aware of the funds that are expended in the school and why they are expended in the ways that they are.

What types of questions would you ask during budget discussions? The following chart provides some budget decision scenarios. Think of some questions that you might ask during a school council meeting.

<u>Topic</u>	<u>Questions</u>
Example: The library media specialist would like to purchase a set of books that will appeal specifically to middle school boys. She is responding to teacher requests and school data that suggest the need for more reading materials targeted for male students. She needs \$1,200 for the books.	
A teacher would like to purchase a classroom set of graphing calculators for Grade 6 students. Grade 7 and 8 teachers already have these. The calculators are needed to help prepare students for math testing in 6th and 7th grades. Math scores are an area for improvement in the school. The estimated expense for 31 calculators is \$4,000.	
Enrollment is down for the school. The superintendent's office has said the school will have one less certified staff position for the coming year, so the council needs to cut one certified position.	
The data analysis shows the arts and humanities scores are not improving. The teachers in that area say a new teacher is needed to meet to address this need.	
The school technology coordinator/STLP coach wants to hire a group of students to help install new computers and software in computer labs and classroom workstations over the summer.	
The school has a waiver to use in-school ESS, but the counselor has requested an additional amount to pay for math tutors for struggling students.	
The principal has brought a request for a new copy machine, as the current copy machine in the teacher's lounge is no longer working and the maintenance contract has expired. A new machine and maintenance contract will cost \$10,000 this	

<u>Topic</u>	<u>Questions</u>
year to start out and then \$2,000 each year to maintain.	
Teachers have come to the council through the budget committee to ask that the council increase the allocation for paper from last year to this year. Last year's allocation was \$6,000. Teachers are running out of paper by April.	

Requesting Section 7 Funds

What is Section 7 money?

Kentucky funding regulation 702 KAR 3:246 outlines the distribution of funds to schools. The regulation is divided into sections, which determine the uses for the funds. In Section 3, the school district pulls the funds needed for district expenses. Then, the district allocates to the school council. Sections 4 and 5 allocate certified and classified staff to the schools within the district. Instructional funds based on SEEK are included in Section 6. When these allocations are made, the remaining funds are what is referred as **Section 7** funds. Within Section 7 are guidelines that govern how those funds are distributed. The local board of education can vote to provide additional funding to the school by:

1. **Average Daily Attendance (ADA)** – The local board of education divides the money among all schools based on the student average daily attendance.
2. **School Council Identification** – Each school council lists needs from its school improvement plan, and the local board of education chooses none, some or all of those needs.
3. **Disaggregated Data** – The local board of education targets money to an area of student needs shown by the school's data, and the school council decides how to use the money to address that need area.
4. The local board of education can **combine these methods** to distribute Section 7 resources.

Very important point: If you want Section 7(b) funds, you must make a school council request. Making a formal Section 7(b) request is your opportunity to ask the local board of education to consider your school's unique needs. Always have a wish list ready based on student achievement and your School Improvement Plan. Check your local district policy for the process and timeline your council will need to follow.

Reflection:

What is one idea about budget are you going to take back to your school council and share?

APPENDICES

Removal of School Council Members

How and when can a council member be removed from office?

KRS 160.345 (9)

- (a) No board member, superintendent of schools, district employee, or member of a school council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council pursuant to paragraph (i) of subsection (2) of this section.
- (b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office shall investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education.
- (c) The Kentucky Board of Education shall conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability.
- (d) If the state board determines a violation has occurred, the party shall be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.

Budget Policy Guidelines

Consider these guidelines when developing a budget policy and establishing a budget development process.

- Establish a philosophy: All of our decisions are made based on student achievement

- Use data analysis of continuous classroom assessment and standardized test scores to make decisions.
- Prioritize needs.
- Follow the board-developed policy and timeline for budget development.
- Review all funds available for use by the school council.
- Provide feedback to the district on other sources of funding.
- Establish clear roles of school council members, committee, faculty and staff, and the principal.
- Decide how to best involve stakeholders and consider stakeholder requests.
- Establish a budget request process.
- Follow the district's process for determining Section 7 requests.
- Develop or determine the school council process for monitoring and adjusting the budget as needed.
- Decide how the school council will communicate decisions to stakeholders. Ask teaching teams to report to the school council if student needs have changed and they need new or different resources.
- Always know how much money there is, and be constantly aware of fund balances in the different areas.

General District/State Rules for Handling Money

- Your school council needs to work closely with your principal and district financial officer. Make sure your school council understands and follows your district's policies for dealing with money.
- When discussing the use of activities funds, make sure the school council understands the rules from the *Redbook*.
- KRS 160.345(2)(g) requires the school council to consult with the library media specialist before making the budget on the maintenance of the library media center, purchases of instructional materials, information technology and equipment needed.
- Schools should send a list of needed equipment such as student desks, tables, chairs and upgrades to major parts of the school to the board of education in December each year as the board sets its annual budget for facilities and maintenance. Local boards of education will not make these purchases until the final budget is approved, so schools would expect to receive those items during the summer.
- In a high school, understand that textbook money is not provided by the state and know how school fees and/or board funds are used each year to fill this gap. The local board of education should build textbook funds for high school students into its budget each year and usually provides for high school textbooks from the district's general fund.

- The money for this school year should be spent on these students this year. Use your money to help students. Establish a cut-off date for money allocated to individuals and groups in the school to be spent. Fill other school needs with the money that is not spent by a certain date.
- Do not let your budget be a surprise; ask questions throughout the year and expect answers. Remember, this is one area where the school council should operate with 100 percent of the information.
- Make sure you know your district's specific guidelines.